

Contact

For the Love of Language – 2001 Conference Proceedings Issue

Newsletter of the Association of Teachers of English as a Second Language of Ontario

Reading Students/Reading Teachers: Confronting the challenges of teaching in a diverse setting

Carl E. James

For six months last year, (2001), six new teachers and I have been meeting and talking about our impressions, observations, experiences and anticipations related to working in schools in and around Toronto. All six teachers had been in classes I taught in the Faculty of Education at York University. So, to an extent we had some shared understandings of schooling, teaching and learning as informed by our class discussions and educational literature.

What brought us together were the questions and struggles that seem to be common among many new and experienced teachers who work in school settings that are ethnically, racially and linguistically diverse and who wish to approach teaching in ways that are inclusive of

and equitable to all students. Some of these questions, as posed by members of the group, are:

- "How do I minimize, or can I even bridge, the power relations in my classroom knowing full well that my whiteness marks me as an authority figure, as an outsider to the racial, gendered and classed experiences of the male students?"
- "As a teacher, do I fail students, not because they cannot do the work, but because they do not have time to do it?"
- "What do I do when I know I'm not reaching a student and I don't know why? – All I know is that they are not learning?"

(cont'd on p. 4)

Inside

Preparing every teacher to be an ESL teacher

The Benefits of Whole School Holiday Activities

Educational Cognitive Styles

Oral Journals

Editor

Brigid Kelso

Editorial Support Committee

Bob Courchène
University of Ottawa

Jill Doherty

Jacqueline Jeffers

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From the Editor

Now that the nice weather is finally here, and you're sipping a cool drink at the beach, a patio or on your deck, take a few minutes and enjoy some of the sessions you may have missed last November.

In addition to Carl James' inspiring plenary featured on the front page, here are some of the submissions in this Conference Proceedings Issue. Vicky Khatib outlines various Educational Cognitive Styles and shows how she teaches a poem appealing to learners of all styles: to teach grammar and introduce cultural themes (p. 13).

John and Chirawibha Sivell and Fiona Allan approach teacher-initiated evaluation criteria from four perspectives: individual reflection on practice, participation in a professional community, information sharing and portfolio development (p. 16).

Karen Thomson shows how she uses oral journals to with her learners (p. 19), and Arush D'Silva explains the benefits of having entire schools partici-

pate in activities to celebrate a variety of holidays – a reflection of her presentation "A Blend of Cultures and Talents" (p. 20).

Linda Steinman write about the learner's perspective in second language acquisition, and Kathryn Brillinger offers so many questions in her English Intonation Practice Workbook that you will never be at a loss for subjects to get your class chatting (p. 28).

Finally, Antoinette Gagne tells us how UT/OISE is preparing to make sure all of its teacher candidates are trained to deal with ESL learners (p. 35).

Have a safe and enjoyable summer!

Brigid Kelso
Contact Editor

TESL Ontario president, Shailja Verma addresses A.G.M. attendees.



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Evidently, these are important questions that must be asked and addressed if we are to meet the diverse needs, interests and aspirations of students in our classes. But in doing so, it is necessary to acknowledge the political nature of education, and to engage in actions which will bring about changes in the educational system (Freire 1994). In this regard, and knowing that as teachers we are implicated in the experiences of students as well as the meanings and understandings they construct of their schooling (Graveline 1998), then it is necessary for us to critically reflect, not only on the experiences of our students, but on our own experiences with them.

Part of this critical reflection is recognizing how we conceptualize diverse and diversity. Over the years, both terms tend to be used as a code for people of colour. So, for example, we will sometimes hear students referred to as "diverse student/s" or "multicultural student/s" – meaning that they are racial minorities. I understand diversity to mean a collectivity of individuals of diverse or different backgrounds in terms of, among other things, race, ethnicity, language, religion, class, immigrant or citizenship status, who could be of a dominant (or majority) and/or minority group background. Correspondingly, students are also diverse in areas of ability, skills, interests and aspirations.

The identification of people of colour as "diverse" is reflective of the multicultural discourse premised on the federal Multicultural Policy (1971). While the policy's reference to "cultural groups" does not directly translate to mean "people of colour," the popular way in which multiculturalism gets taken up has resulted in categorizing members of our society as Canadians and Others. These Others are constructed as foreigners, as people who have culture, and are often identified by their skin colour, ethnic origin, language, accents, and "exotic" practices. And given the desire to use positive or neutral words, instead of negative ones such as non-white, visible minority, racial minority, ethnic minority, the word "diverse" is substituted. The irony here is that there is a pretense that people are not being defined by their race or ethnicity (something that we would not want to do, given that in Canada, we don't see colour; only the people to the south of us see colour and identify people by race), when in fact these very demographic characteristics are used in defining these Other Canadians.

Obviously, we do see race and colour; we interact with people on the basis of colour because we are not

a colour-blind society. And when with "good intentions" teachers suggest that they "don't see colour;" or that "race is not a factor" in the experiences of students; or that students "are all unique individuals," they negate the identities and life experiences of students, hence rendering them invisible. Similarly, the use of language and accent to identify individuals as Canadians and "Other" Canadians, and using their competence in English (as noted in accents) to assess academic abilities, also operate to deny students their sense of identity and belonging, and, in turn undermine their efforts to learn. The point is, in Canada, race, ethnicity, language and accent do matter, and they mediate students' educational experiences. Hence, we must acknowledge the role that race, ethnicity and language play in our society and in the lives of our students if we are to teach them and not just subjects.

The multiculturalism discourse in which we engage also informs the ways in which the notion of culture is understood and employed. The popular understanding of culture is that it pertains to identifiable or observable items and practices of a group that are different from the norm of the society and can be communicated (James 2001). In this regard, particular behaviour patterns, beliefs, values, food, costume (i.e. dress), art, dance, religious symbols and other signifiers which are not part of the societal norms are considered to be culture which is brought into Canada by immigrants who are believed to have been able to maintain their culture. Such conception of culture negates its dynamic, complex, relational and contextual character as well as the extent to which it is informed by power, and not just based on race, ethnicity or non-Christian religious affiliation. Culture is part of everyone's life. So recognizing the cultural diversity in today's classrooms is to recognize the dynamic and complicated ways in which students' identities, needs, interests and aspirations are informed by their cultures as informed by characteristics such as ethnicity, race, language, immigrant/citizenship status, gender, and social class.

In what follows, I discuss some of the issues related to cultural diversity with which teachers are confronted in working with today's diverse student population, and I go on to take up the question of what we should be doing to bring about equity and inclusivity. In concluding, I discuss the need for an integrative approach to education that takes into account the needs and expectations of families, community and educators.

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What are some of the issues with which we are confronted working in a diverse setting?

This lecture, teacher-centered style, as opposed to a student-centered pedagogical approach to the teaching-learning process, not only sometimes elicits passivity from students, but also instills fear, anger and/or resentment.

How do we work with students, who because of their differences have been identified as unmotivated, slow learners, at risk, culturally deficient and having low verbal ability, and who because of their resistance to their radicalizing experiences have been labeled as disruptive, behaviour problems, and defiant?

One of the issues that was identified was fear – fear of students that are to be found in many of today's urban classrooms. In my experience, many of the teachers and teacher candidates who express fears are not necessarily from rural areas, but from Toronto where ethnic and racial diversity is a part of everyday life. Hence one would expect that they have come to terms with interacting with people who do not look, or behave as they do. For the most part, these fears result from media images and reports which portray schools in particular areas of the city as having students with behaviour and learning problems, and who are disinterested in learning, disrespectful of teachers, and sometimes engage in illegal activities. This sentiment was expressed, some years ago, in a student's essay entitled: "Biased, Brain-washed or simply Ignorance." In the essay, she referenced two newspaper articles, of September 1990 and October 1997 respectively, which reported on sexual assault and robbery which occurred in the community in which she was to do her practice teaching. She talked of "an edge of fear" entering her body when she was told of the school in which she was going to be doing her practice-teaching. Referring to the area of the school, she rhetorically asked: "Was it because I thought that something was going to happen to me as I walk from the bus stop to the school? Or was it because I am unfamiliar with the particular area and never wished to venture within?" Whatever the reason or reasons may be, she said, all she knew was that she was going to teaching in a "bad" area and she "was petrified." She suggested that because of her ignorance, the fears that the media had etched in her mind would probably have deterred her from accepting a teaching job in the area.

Inside the racially and ethnically diverse working class school settings, teachers' fears are also related to their perceptions or reading of students' activities and behaviours. Specifically, the fear emerges from the fact that some students tend to congregate in particular areas or spaces of the school engaging in cultural activities like speaking in their native languages, listening to music or, what some teachers consider to be "loitering." (For discussion of this idea see Tatum's (1997): *Why are all the Black students sitting together in the cafeteria?*). What seems to facilitate this fear is the lack of familiarity with the students,

and teachers' uncomformableness and inability to deal with students' differences. Cognizant of the teachers' fears, to an extent borne out of stereotyping, radicalization, essentials and racism, and recognizing that their teachers are intimidated by their actions, some students purposefully maintain their practices, demonstrating to teachers and administrators that it is not their problem but rather that of educators. Also, it is the students' way of challenging and resisting the racism that they experience within the school system.

The lack of familiarity with radicalized students and teachers' inability to deal with their differences, is also evident in classroom practices, specifically in the pedagogical and disciplinary techniques that teachers employ – like, I talk, you listen. This lecture, teacher-centered style, as opposed to a student-centered pedagogical approach to the teaching-learning process, not only sometimes elicits passivity from students, but also instills fear, anger and/or resentment. With reference to this situation, one of the new teachers in our group wondered: "Why would any teacher think that students could learn better if they're sitting there seething inwardly with rage, embarrassment or fear?"

How then are we to effectively engage with students in diverse school environments and not despair because of the perceived challenges, difficulties and problems we might have in working with them? How do we work with students, who because of their differences, have been identified as unmotivated, slow learners, at risk, culturally deficient and having low verbal ability, and who, because of their resistance to their radicalizing experiences, have been labeled as disruptive, behaviour problems, and defiant? Working with pre-service teachers, I often hear them wonder aloud: "What are we getting into?" They worry about becoming part of an education system that is inequitable, unjust and exclusionary. There is a genuine interest, not just "good intentions," among many of these prospective teachers to put into practice the theories of critical pedagogy, feminism, anti-racism and others which they have explored in teacher education programs. But based on their experiences, they also wonder: "What can I do?" These worries are not only because they understand that it is very difficult to engage in transforming the educational system, or from their experiences with students who seem disinterested in learning. These worries are also a result of the negativity of some colleagues who talk disparagingly of students and the teaching situation.

So what should we be doing in our work with the diverse student population?

In responding to this question, I will discuss three points: (a) acknowledge our self-identifications and the ways in which we are invested in the schooling processes of today's students; (b) get to know the students and help them to become empowered; and (c) employ an interactive or dialogical pedagogical approach in teaching.

(a) Self-identification and Investments

In discussing the question: "What does it take to be a successful teacher in a diverse classroom?" Gloria Ladson-Billings (2001) talks about teachers becoming culturally competent and suggests that this competence, particularly for white teachers who are the majority of the teaching population, can be attained through an awareness of their own identities and privileges. This awareness involves recognizing how "the pervasiveness of whiteness" makes their experiences the accepted norm (p. 16), and how "their cultural background influences and shapes the way they understand and act in the world" (p. 17). Hence, as Ladson-Billings writes, "teachers themselves [must] be aware of their own culture and its role in their lives (p. 17).

Failure to recognize the raced cultural selves (notwithstanding the interlocking relationship with class and gender) and corresponding power, privileges and oppression is often reflected in how teachers deal with the structural or systemic barriers to students' education. For instance, in her study of "how white teachers construct race," Sleeter (1993, p. 168) observes that by refusing "to 'see' colour" or by making "positive association" between race and the ethnic immigrant experiences of students, the white teachers she studied would explain "away the subordination of people of colour [while] adhering to social structures that benefit themselves and their own children." In refusing to see colour or by denying the salience of the race then, teachers avoid having to acknowledge their own racial identities and corresponding privileges, and the extent to which racism affects the educational outcomes of their students. This sentiment was evident in a recent conversation with a young, white, Toronto teacher about the disproportionate number of students of colour in special education classes. She suggested that such observations and comments are unfair to teachers. It represents people looking for someone to blame and ignores the hard work of teachers who are

helping students with special needs. "Teachers," she said, "simply can't take on dealing with all of the other issues."

Teachers of marginalized backgrounds must also be aware of the raced, classed and gendered selves that we take into our diverse classrooms. We must give attention to how our ethnicity, race, class, language, accent, and/or immigrant backgrounds mediate our understanding, expectations of, and interactions with our students, and of course, the understanding and expectations that administrators and colleagues often have of us and we have of ourselves. One of the expectations that is often held of us is that we are best able to respond to the needs of marginalized students because they look like us, talk like us, or are presumed to have the same experiences as us. The implication of this expectation and practice, if and when we take on such task, is that we take responsibility away from other teachers who must develop ways of working with marginalized students. In so doing, we could become locked into a situation in which our possibilities and opportunities within the education system (such as holding administrative positions) are limited because we are perceived to be "needed" in the classrooms, or to be "role models." The resulting paradoxical position leaves us in a bind. For if as marginalized teachers, we are not present to work with and advocate on behalf of marginalized students, then their needs, issues and interests might never be addressed. And in our work with them, we might find ourselves overworked, and complicit in maintaining the inequitable educational system that maintains their marginalization and radicalization. The fact is, we must ensure that our colleagues do not absolve themselves of the responsibility to know about and address educational needs of marginalized students.

(b) Get to know the students, address their needs, and facilitate their empowerment

In a recent conversation with the vice-principal of a school located in an ethnically and linguistically diverse working-class area in Toronto, he expressed concern about the high rate of failure among the grade nine students. Most important to him was how he might address the problem to ensure that the students attain their credits. What became clear in the conversation was how much the vice-principal knew about the students and their respective life situation. This concern for the whole student is criti-

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cal if we are to effectively address their educational needs and issues. A relevant point, here is how the language needs of students are addressed. I recall a situation in which a group of grade eight students who were yet to develop fluency in English – we often refer to them as “ESL students” – would have to leave their home class during English instruction to attend their ESL class. Yet the same students would take their geography and history subjects with their regular class. With the class and these students in particular, the teacher worked with the assumption that he did not have to address the needs of these students because they were “taken care of by the ESL teacher.” I will not speak to the pedagogical merits of withdrawing students, but I wonder about the implications that such practices have on student outcomes, and on their sense of self and their academic abilities and skills.

That language issues are seen as mainly to be addressed by ESL teachers means that students are likely to feel alienated and become disengaged from their lessons. The resulting poor performance in school cannot be attributed merely to students’ disinterest or lack of ability, but likely to systemic factors where assisting students to develop competence in English is seen to be the exclusive responsibility of the “ESL teacher.” Therefore, what would happen if a school does not have an ESL teacher or program? It is incumbent on all teachers to address the language needs of their students, and it should not be left to peers to help their non-English-speaking peers with their language needs.

Further, working with students who have yet to develop competence in English requires that we pay attention to how and what we communicate to them about their academic abilities and skills. Take for example, the situation in which a student was being assisted by a replacement teacher, who, unaware of the student’s level of English had an expectation that he would produce work like the rest of the class. In questioning the student about his incomplete work, the student responded: “I’m an ESL student”; as if to suggest that the work that he had produced was what was expected of him, surely an example of the self-fulfilling prophecy. This might have been an excuse on the part of the student, but another reading of his response might be that he was being resistant to the way that he was understood and treated by teachers and the school generally. While resistance can be seen as students’ refusal to do their work, it can also represent students’ attempts to escape their boring and alienating classes, their powerlessness,

their voicelessness, and the ways in which they are stereotyped and negatively defined. Field & Olafson (1999) found that “resistant students respond positively to conversations about how best to structure their learning, about their interests and strengths, and about alternative ways to represent their work” (p. 75).

We should know about them, about all our students’ lives, communities, particular experiences, needs and interests, noting how these are mediated by language skills, culture, race, ethnicity, immigrant status, etc. And we should get to know how together these things influence students’ behaviours, their responses to us as teachers, their orientation to learning, schooling and education, and their perceptions of their possibilities. Over the years, I have been part of programs in the teacher education faculty at York University which are geared to helping teacher candidates get to know students beyond just meeting them in the classroom. To this end, one of the assignments that teacher candidates undertake in one of my classes requires them to become familiar with the school community where they practice teach. The assignment requires that they visit the community before or shortly after they begin their practice-teaching. They are expected to make observations of the houses, shops, malls, social services and recreational centres, etc., surrounding the school, and speak to the residents, store owners and employees, and young people playing or “hanging out” in the area. Through these visits and conversations, I am hoping that the teacher-candidates get a sense of the communities in which the students live, work and play. I know of other programs with similar objectives where teacher-candidates are placed in working class, racially diversity communities in and around Toronto. The hope is, that through “exposure” to life in what we euphemistically refer to as “urban communities,” teacher candidates, many of whom are from middle class suburban areas, get an idea of students beyond the classroom and school. Understandably, many teacher-candidates sometimes come to believe that their brief forays into these communities provide them “real” insights into the lives of students from these areas. But coming from the social, economic and cultural contexts as most of us do, I often wonder if the supposed insight we have “gained” about our students and their parents make us aware of their social situation and our implications in it, or if these forays merely serve to re-enforce the fact that the students and their parents are indeed needy, lazy and creators of their disadvantaged situation.

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In getting to know our students, we must be self-reflective. We must critically reflect on our socialization, our biography, our world view, and on how these impact our views and interpretation of the communities in which the students reside, our teaching, the classroom materials we use, our pedagogical approach to teaching, our vision of what we wish for all of our students, and how we might best meet their needs. We must reflect on how we decide what to teach, what materials we use, and the roles of students and parents in helping to design curricula that would respond to their needs and interests. Also, as teachers, we must acknowledge our own interests and needs. We need to think about what we are learning from our students, what we think the students are learning and how we know what we know. Ultimately, in the process of knowing our students, we should be acknowledging their capacity and agency to empower themselves and affirm their voices. The emphasis here is on recognizing the students' role in empowering themselves, and understanding that their empowerment is a self-motivated politicized process by which they assert themselves, and seek to fulfill their needs, interests and aspirations. Empowerment, as Taliaferro (1991, p. 1) reminds us, "cannot be 'given' to students." As educators, then, we have the responsibility to create an environment that enables students to empower themselves through building trust and mutual respect which, in part, are learnt through interactions with the racially, ethnically and linguistically diverse teaching staff, administrators and other educational workers that should be present in all Canadian schools.

(c) Employ an interactive or dialogical pedagogical approach in teaching

The classroom is the main arena where the act of learning and teaching is played out. It is the space teachers and students learn about each other, and experience an educational process which produces the kind of results with which students, parents and teachers will be satisfied. It is in the classroom that we learn the most about our students as they teach us, we learn, and we teach them and they learn. We can only get to know our students if we encourage dialogue or talk. We have to hear from them. For all this to happen we must have an interactive classroom in which dialogue is encouraged, ideas are exchanged, and differences are addressed. So the passive teaching style should be a thing of the past. With the knowledge of ourselves, our biases and expectations, we should find an interactive classroom not intimidat-

ing, but a stimulating learning and teaching environment for us and our students.

An interactive or dialogical approach to teaching provides space for active class participation and for students to contribute to their own learning based on their experiences, interests and expectations. It requires that students understand and see the teaching-learning process as one in which their participation is valued and respected. It enables students and us, as educators, to share with, and learn about each other so that we might build on our experiences, and "come to voice" knowing that whatever is said and however it is said – however limited the English skills, or whatever the accent – participating in class is the objective. Dialogues provide us with a reading and understanding of the context into which new information is being incorporated, and how that context might be used to understand the new information that students are receiving. It is also a way of inviting students to question, and for us to hear about their struggles with new or divergent information so that it can be addressed.

Getting students, especially those with limited language skills, to talk in class is a challenging and often difficult task. It can also be an intimidating experience for students because of their fear of being challenged or appearing limited or unintelligent. Throughout their schooling, students might have learned that there are right and wrong answers, and in a "language-conscious society" they might have observed that there is a "correct way of talking," and that it takes having the "right accent" and pronunciation to get by in society. In such a context, then, it is likely that some students would be reluctant to talk in class. I have heard of cases in which students remained silent, risking failure, before they would talk in class. Some might even drop English language skills classes that would have enabled them to obtain the kinds of jobs commensurate with their intellectual abilities. A recent (Friday, November 16, 2001), CBC (99.1FM) "This Morning" program, told about some ESL students in Calgary for whom this was the case. Mention was made of one Vietnamese young man, who had been in the school system since about age 10, who dropped out of school even though he had been doing very well in his other courses. He said one of the reasons for not attaining the necessary English skills while in school is because he went through his English classes without speaking, pretending that he was understanding what was being taught. His teacher only learnt about his limited language skills when someone told her.

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There are occasions during class dialogues when in our bid to be inclusive, or to encourage participation from marginalized students, and on the basis of their race, language and/or ethnicity, we turn to them for their insights on things about which we think they are "the experts" (e.g. things such as xenophobia, racism, about their countries of origin or about their experiences with oppression). These "token" gestures can be met with resistance, expressed at times through silence. In fact, the reluctance to engage in some topics is likely reflective of students' reading of such token gestures as occasions when they are "othered" or identified as different – something with which they have objection. Ostensibly, not encouraging all students to engage in discussion of all topics can have the unintentional effect of re-inscribing difference, and correspondingly re-enforcing barriers such as xenophobia, racism, sexism and/or classism. What we should do is recognize that all students bring their respective insights to the issues we discuss, and they have the prerogative to decide what and when they wish to share them. We must avoid making students, or even ourselves, if we are perceived as "having the experience," the only voices that are heard on particular issues. In doing so we take the burden of accountability away from those who consider themselves exempt, while placing it on those who are perceived as having experience with the issues.

One of the concerns that teachers tend to have about encouraging dialogue and democracy in their classes is discipline or "behaviour management problems." But a critical reading of what we regard as disruptive behaviours or problems might in fact be coded or explicit messages to us to take note that we are not reaching all students. For if we are indeed meeting the needs of the students, and the content of our lessons appeal to their interests, then it is likely that we will experience very little disruptive behaviours in classes. However, there is no one best approach to teaching through which we are able to reach all our students. The best we can do is to create conditions in which students want to learn, and which provide all students opportunities to have a voice, share their knowledge, take risks, and engage with confusion, conflicts, tension, doubts and ambiguities which are inherent in any learning process.

Conclusion: Facing the challenges, paradoxes and tension

In reflecting on the challenges, paradoxes and tension with which today's teachers are confronted,

one teacher-candidate who was nearing the end of her pre-service education program, stated:

I am left breathless by all the problems we, as teachers, encounter in the classroom that are structural and far-reaching. By the time these students get to my classroom so much damage has been done. If the school system exists to maintain the status quo, teach middle class values, and prepare a generation of workers for the global economy, how can individual teachers do anything to stop this?

Individual teachers can indeed do something to address the situation of marginalized students if through our work we maximize the opportunities for all students to insert themselves into the teaching-learning process, recognize their potential, and ultimately empower themselves. All of this is possible, because as reflective practitioners, we will constantly engage in asking critical, informed questions of our practices and the school, and through our pedagogical practices, we will demonstrate our appreciation for the differences in the experiences, identities, learning styles, interests and aspirations of our students. We will recognize that difference is not the problem, but it is our negative identification, articulation, interpretation and/or enactment of the difference that is the problem. We will move beyond the cultural approach to diversity, and adapt a critical educational approach which addresses issues of inequity and exclusion.

Taking into account the varied lives and experiences of our students, it is essential that we ensure that the compensatory programs, such as English as a Second Language, which are expected to meet the language needs of immigrant, refugee and marginalized students and integrate them into schools, do not operate to frustrate their efforts as they attempt to educate themselves so that they might realize their educational aspirations. To achieve the goal of equitable and inclusive education for students in ESL programs means we must work differently within the school community, and in our work with parents and social service agencies. One way of working differently is for teachers, and language teachers in particular, to be acquainted with community services, work with community service agencies to help address some of the students' issues and needs which might affect their language learning. For this to take place, the need for smaller classes cannot be over-emphasized, and it is likely essential for some teachers to do less classroom teaching so that they have time to

devote to these other tasks. This would be helpful and significant to minority language parents, particularly immigrant parents, for whom their children's school is the primary or only institution with which they have ongoing contact as they adjust to life in their new society. It goes without saying that investing in educational programs, and language programs in particular, benefits our society generally, for, ultimately, without language facility, non-English or non-French-speaking Canadians will not be able to maximize their potential and fully contribute to society. Hence, the social and economic consequences should be incentive enough to invest in language programs.

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Carl James addresses a plenary audience.

Learning Strategies and their Application for Teaching

Successful learning requires awareness of learning strategies. Their application in the process of learning helps the learner move from remembering to transferring the newly acquired knowledge.

This paper will focus on the learning process in its broadest sense, understood as the process of remembering and transferring the remembered information. First, it will discuss the complex process of studying and knowledge retention. Second, it will delineate some major problems speakers must overcome to aid the speaker in successfully using the newly acquired vocabulary in a variety of contexts.

The most important factor in becoming a proficient L2 user is awareness and control of social and affective strategies, and attitude toward the target culture. This paper will emphasize that the L2 learner's attitude toward a target culture is the key factor in becoming a proficient speaker. If a learner's attitude is negative, the speaker will encounter numerous affective problems that might prevent otherwise successful communication. However, with a positive outlook, the L2 learner will have incentives, motivation and the desire to learn more about the culture by communicating with members of the target language.

Although the emphasis in this paper is on how to study material related to vocabulary, its retention and use, it will be of interest to any students or teachers involved in the process of acquiring and transferring information. L2 learners tend to process as many words and as much information as possible in the shortest possible time and immediately attempt to apply the acquired knowledge to different social or professional environments. This time limit is often imposed because of a financial or social gratification such as higher position or salary. In the case of immigrants who learn the new language it is frequently a matter of simple survival.

Basic strategies (which may work differently for every learner) can be applied to learning in any discipline, be it medical terminology or legal formulas. For each task we might choose a different strategy that might be helpful in the specific learning situation.

A variety of learning strategies are used to develop vocabulary. Direct strategies emphasize memory, cognition and compensation. However, indirect strategies are very important in order to successfully communicate and socialize. They involve metacognitive, affective and social strategies that allow planning and monitoring learning, controlling emotions and dealing with native speakers.

The goal of L2 learners is to develop fluency through extensive practice speaking, listening, reading and writing. This allows Short Term Memory to process the information into Long Term Memory. For authentic communicative exchanges, words must come to mind. Metacognitive strategies allow L2 learners to take control of their learning, e.g., paying attention to specific language contexts such as going to a store and self-monitoring a conversation with a cashier by asking questions and controlling the learning environment. During such a conversation, the L2 learner may consciously use this opportunity to practise specific, newly acquired idiomatic expressions or check whether his or her pronunciation can be understood by native speakers.

There are no conclusive studies on language acquisition. It is generally believed that we learn in an incremental way by adding bits and pieces of information (Nagy and Herman, 1987). Our vocabulary increases because of the need for specific words. We need to note the gaps in our mental register and then fill in those gaps with words.

While the L2 learner acquires basic vocabulary and language skills, she must focus on memory strategies. Knowing how to group words by semantical, morphological or grammatical similarities, using imagination to see new words or applying sensorial techniques to remember sounds, are all important to commit them to memory.

Beginning L2 learners tend to translate and rely heavily on L1 syntax and structure, called subordinate bilingualism (Weinreich, 1953). If a new language is morphologically and phonetically unrelated to any already known language, learners may experience problems remembering even one word. However, a few months later, they may find it easy

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to remember new words and sounds because they have gotten used to the new system of syllables, phonemes, morphemes and meanings.

To acquire vocabulary, words have to be repeated in a written or spoken form. To remember means to code and store the new words. According to Baddeley's Working Memory Model (1997), a strategy of constant drilling will help the passage of new words to long term memory. Especially crucial is repeating new words after 10 minutes, 1 hour, one week and one month after the initial learning. One of the common techniques used by many successful learners is having handy a list of 10-20 new words together with definitions, examples, translations and collocations that they can use anywhere and anytime. The teacher's role will be to make students aware of the importance and benefits of frequent review and the variety of different techniques to help them remember vocabulary.

This rehearsal might be conscious or it might happen unconsciously also in the reading or the speaking process. Both reading and writing provide the opportunity for repetition, for learning spelling and for expanding vocabulary and usage. Seeing and hearing the word in different contexts will allow learners to better understand the multiplicity of meanings, concepts, synonyms, patterns and collocations. Listening also makes a student better acquainted with phonetics, with L2 sounds and with pronunciation. Repeated usage will make learners aware of where, when and how often they may expect to meet the word. At first, listening and speaking seem to cause major problems for new language users. The speed of native speech seems to be too fast for a new speaker because it proceeds at a speed of two or three words per second (Levelt, 1989, 22). We tend to concentrate on a limited amount of information while listening and, as a result, we might not pay adequate attention to some important meanings.

According to Rayner and Pollatsek (1989:440) we can read 200-350 words per minute. This, however, does not mean that learners necessarily know the meaning of the words they are reading. L2 learners should always be given a goal and know why they are reading a text. L2 learners admitted that daily reading that is focussed on a specific goal has tremendously improved their overall comprehension and speed, and helped develop strategies to guess the meaning of new words without using a dictionary.

It is difficult to know the exact number of words necessary for speaking proficiency, but according to the European Waystage Level (Van Ek & Trim 1991) some 1,000 base words will suffice. Basic vocabulary is probably limited to 100-300. This allows basic survival communication similar to the vocabulary offered in language guides travellers buy. Proficient readers should know at least 95 per cent of the words in a text of at least 10,000 words. University students might have up to 25,000 words in their final year.

It is interesting to compare the differences in the kind of vocabulary included in glossaries for English speaking tourists and beginning ESL LINC learners. LINC curriculum teaches subjects related to employment, services as well as family issues. In a Spanish textbook *Dos Mundos*, tourists learn vocabulary that relates to family relations, locations, daily life, holidays, careers, and restaurants.

In English there are about 2,000 words that occur in 87 per cent of written texts, 800 more that appear in academic texts, and 1,000-2,000 in technical texts. Then, there are about 123,000 words that are not common and appear in only two per cent of written texts. However, theoretical knowledge of the number of words will not help learners use the new language proficiently; even knowledge of new words does not guarantee successful communicative exchange with the L2 speaker.

The new language user has to know the meaning of a new word and how to pronounce it to be understood by a native speaker. Learners must recognize the word in written form and understand its basic meaning. They must also recognize the word while somebody else pronounces it, and above all, know different contexts and collocations of the word. Even if we know the oral and written forms of a new word, we need to remember it and its meanings every time we come across it in reading, speaking or writing. Knowing a word also means being able to relate it to its appropriate concept and use it in the correct grammatical context.

Naiman has come up with a list of six strategies for a good language learner. They are: selecting and looking for language situations, monitoring the learning process and being actively involved in it. In addition, having good social skills, motivation and a positive attitude toward the target culture facilitates communication and contact with its native

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Seeing and hearing the word in different contexts will allow learners to better understand the multiplicity of meanings, concepts, synonyms, patterns and collocations.

Six strategies for a good language learner are: selecting and looking for language situations, monitoring the learning process and being actively involved in it.

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speakers. For example, elementary French immersion programs help students read, listen, write and even speak the language. Without immersion French L2 learners see the target language only in the classroom context.

This most important aspect of becoming a fluent L2 speaker is the opportunity and inclination to learn about and be immersed in the culture of the target language. L2 learners should demonstrate initiative and motivation in looking for opportunities for practical language use and for cultural immersion. On the other hand, a stimulating learning environment may benefit L2 learners who can practise language concepts in a safe environment in which they are not afraid to make mistakes, take risks and spend time monitoring their speech. Classroom contact is also useful for patterns, repetition and preparing for the affective demands of language use. It reduces anxiety from personal contact with native speakers in which the learner is exposed to making mistakes, misunderstanding and being misunderstood.

Deductive reasoning or contrastive analysis are of use in a classroom environment when practising syntactic or semantic structures such as prefix-building or comparing and contrasting grammatical rules to a native language. However, to fully benefit from these cognitive strategies, it is crucial to have at least a basic knowledge of grammar in the native language. Native English speakers learning a foreign language have difficulty if they lack instruction in English grammar or linguistics.

We speak to ask, demand, complain or answer. By practising, cooperating, sharing and becoming culturally more aware of the patterns in a given society, L2 learners might not be ready to overcome linguistic limitations. Sometimes they will not understand the sentence, phrase or utterance or they might not understand a given word or expression. Therefore, to compensate for these limitations, they need to practise guessing and inferring. For semantic problems, it is useful to replace the problem words with synonyms, describe the word in a different way, or use the same word from their native language.

This paper has emphasized the importance of the relationship between affective and social strategies to move from being an intermediate/advanced language learner to a proficient speaker of a language. If L2 learners are willing and accurate guessers with a strong drive to communicate, are

not afraid of making mistakes and know how to synthesize and analyse, then it will be easier for them to learn the target language. As a result of these strategies, they will be able to adapt, contribute and become active members of the society whose language they have mastered.

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Educational Cognitive Styles

The concept of Educational Cognitive Styles can give us valuable insight into individual learner characteristics and resulting instructional needs. Understanding how students gain new information, assess it, and program it in their own brains must become one of the major dimensions of foreign language instruction. These human processes form the basic structure of Educational Cognitive Styles, which determines how a person learns or formulates concepts (the technique used to determine an individual's style is known as "Cognitive Style Mapping"). I believe that to be better able to teach to the brain we should know more about it!

Cognitive styles are conceptualized as "stable attitudes, preferences or habitual strategies, determining a person's typical modes of perceiving, thinking and problem solving" (H. Gardner, *Frames of Mind* 1989).

Teachers in intensive English language courses can now learn how to recognize individual learning preferences quickly and reliably, (there are many available surveys or inventories) then provide a flexible, multimethod program to accommodate them.

Teachers will be able to understand that "a person's learning style is a source of strength to be utilized and enhanced. In this preferential model, an appropriate matching prescription is derived through a rationale of playing to strength" (J. M. Reid, *Learning Styles* 1999). For example, if a person is primarily kinesthetic in receiving information and representing thoughts, then the recommended approach is through that modality. It must also be pointed out that we can and must also help students improve areas of weakness, which constitute a "minor" orientation for them. Based on this theory we can always have at least five different stations in a classroom, where students can internalize knowledge through their major intelligence, and then share their work with the rest of the class.

Also important to consider is that learning is definitely not just mental. All our learning experiences are run by feelings. Bad ones negatively influence all attempts at learning while good ones create excitement and the love of learning. Emotions determine why we learn and what we learn and we only believe something and give it meaning

when we feel strongly about it. All emotionally-charged information receives priority and that is why I have been using songs, stories, and my own poems to teach language.

Poems and songs can be utilized as presentation contexts, as reinforcement materials for different grammar structures, as tools through which to teach all language skills and as a medium through which to present cultural themes. A main factor in teaching poetry is enthusiasm on the part of the teacher (if we mimic our enthusiasm students respond to it because enthusiasm is contagious).

Poems and songs add variety as well as enjoyment to language learning. A poem has the capacity to relax and comfort us. Poetry is also an effective vehicle for practising a particular grammar structure because its very nature demands that we speak it, repeat it, wrestle with it and consider it again and again (with each repetition and consideration the structure becomes more deeply internalized). A song goes home with us and it keeps coming back when we wash dishes or handle any other monotonous task.

This is because poems and songs engage the ear, the eye, the tongue (all our senses) while stimulating and moving us, and this polymorphic effect makes poetry easier to memorize and remember. How many other teaching aids can claim to engage students so deeply?

Blue Forest

With curiosity my guide
and instinct my compass,
step by step
I fumble through
this uncharted, ever-blue forest.
My hands are empty
and my eyes are pierced
by too many broken dreams.
Ocean blue leaves
suspended on ocean blue trees,
blending with the new sky above me.
I seem to walk in a circle
engulfed by a deafening silence,
the silence of a new language.
I can only recognize the sounds
of crackling twigs beneath my bare feet;

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Making a graphic organizer is an analytical skill, but at the same time, the kinesthetic sensory motor activity of creating a map or a chart is an extension of movement, bringing to light metaphors of the unknown.

The use of mental imagery through graphic summaries (drawings, symbols and words) help students to better understand the text.

memories of the forest I left behind.
I stop for a second to look around me,
but all I hear is the hammering sound
of mixed emotions.
My eyes flood with new tears
Blue raindrops begin to fall!
Will I ever learn how to live
in a blue world?

A Multimethod Teaching Approach to Poetry

1. Read the poem silently (get a feel for it)
2. Listen to the poem and circle any vocabulary you may not understand. (Vocabulary in context)
3. Read the poem to your partner and underline the nouns (one line) and the adjectives (two lines) ⇒ class discussion: nouns – adjectives.
4. If you were to use a graphic organizer (mind maps or charts) how would you structure the poem?

Major orientation: Logical – mathematical (it also helps verbal-linguistic and visual learners).
(First station)

Graphic Organizer: "Blue Forest"- constructed with the help of my students.

Behind You = everything you know	Main Idea = traveling to a different land (country)	In front of you = the unknown
e.g. green forest	New sky + silence = new language Future = Learn to live in a new land	Blue = the colour of the unknown (like the sky and oceans are still mysteries to us).

Making a graphic organizer is an analytical skill, but at the same time, the kinesthetic sensory motor activity of creating a map or a chart is an extension of movement, bringing to light metaphors of the unknown. The brain constructs visual metaphors prior to analyzing, and visual metaphors suggest cause and effect relationships.

5. Events Chain ⇒ Verbal-linguistic learners (Second station)

- A. Initiating Event ⇒ The author left his/her country to make a living in a new land.
(what happened first?)
- B. Event 2 ⇒ Traveling on a road of questions.
(what happened next?)
"my hands are empty"
= I don't have the knowledge.
(instinct and curiosity will help in learning new things).
- C. Event 3 ⇒ "walking in circles" =
(what happened after that?)
new beginning,
uncertainty.
Everything is blue ⇒
because everything is different except for the language of nature: " I can only recognize the sound of crackling twigs beneath my feet".
- D. Final Outcome ⇒ Mixed emotions =
(what happened at the end?)
blue tears (hope for a better future).

6. Drawing the Poem – Spatial-visual Learners (Third station)

Discuss the poem in your group and try to visualize it by drawing it. Explain your drawing to the class using captions with your drawings.

The use of mental imagery through graphic summaries (drawings, symbols and words) help students to better understand the text. The popular visual technique called "Mind Mapping" fuses cartoon-like drawings, symbols and words to visualize thoughts (Margulis, 1991). Visual responses offer possibilities of new perspectives on a text, and the students share their ideas and negotiate meaning. Visual and Intrapersonal learners benefit a great deal from speaking with a visual since it is less threatening than speaking without one.

7. Create a Skit that explains the poem- Kinesthetic Learners (Fourth station)

Make flash-cards with key-words or pictures of the most important ideas in the poem. Use the flash-cards to create a skit and role-play it for the class.

Example:

My desk is like my native country. (I know everything about it)

I have to leave my country and settle somewhere else. (The student moves around other desks and she shows flash-cards with question marks on them)

The teacher's desk is the "Blue Forest" or the new country. (I don't know the teacher's language or her books on the desk!)

The student wrote on the card: "blue trees" = books in an unknown language and "silence" = new language. The student walks around the desk in a circle looking, touching and trying to read.

The student asks for the teacher's help (on the card she wrote: "Can you help me please?"

What we call "natural memory" is a "whole body" experience that happens while we move through each day of our lives; movement activates the whole nervous system and is indeed the most effective way to form "unforgettable memories."

8. Singing the poem: Musical Intelligence. (Fifth station)

A Blue Song

Blue, Blue, Blue
Everything is blue
When you don't know the land;
Everything is blue
When you don't know the people
Your heart and mind are blue
When you don't know the language.
Blue, Blue, Blue
I have to learn the meaning

Blue, Blue, Blue

One day it will be green again.

Rhythm opens the door to sensory impressions and it sharpens sensitivity (affective factors are vitally important in creating stronger and longer-lasting synapses). Students may sing the original poem or create their own song inspired by the poem.

9. Review (Feedback):

Either true-false or multiple choice factual retrieval and inferencing or open-ended comprehension of main and support ideas.

10. Homework: Short Essay- How did you feel when you first came to Canada?

Vicky Khatib teaches for the Toronto Catholic District School Board.

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Teacher-Originated Evaluation Criteria

Possibly a scheme might be devised whereby new teachers could be paired with a more senior mentor, thus letting the more experienced partner advise the newcomer while at the same time potentially benefiting from the newer teacher's fresh ideas and skills.

As a way to manage the extra-time issue, and also in order to promote contacts among teachers not necessarily working at the same sites, one participant noted that "communities of inquiry" (per Gordon Wells) might be set up by email, so that groups of four or five teachers with similar pedagogical interests might collaborate on common concerns or problems.

This session introduced and then moderated a discussion of teacher-initiated evaluation criteria in a broad sense, approached from four perspectives: (1) individual reflection on practice (2) participation in a professional community (3) information sharing and (4) portfolio development.

Twenty-nine participants wrote individual or group commentaries and left them with us after the session; of those 29 people, 28 also left email addresses for feed-back, possible follow-up and/or further discussion/exploration. This number represents more than half the participants present at the session, and, as such, it seems to reflect the high level of interest Ontario ESL practitioners – both teachers and supervisors – have in the issue of teacher-originated evaluation criteria and procedures.

The commentaries submitted to us may be summarized as follows, perspective by perspective.

1) Individual reflection on practice, individually-arranged peer observations and consultations

ESL teachers are often isolated and thus may lack the time to interact with peers; however, if time and opportunities for peer observation could be arranged, this might offer not only a form of informal evaluation but also a chance for professional development and mentoring. Both the observee and the peer observer would benefit. Possibly a scheme might be devised whereby new teachers could be paired with a more senior mentor, thus letting the more experienced partner advise the newcomer while at the same time potentially benefiting from the newer teacher's fresh ideas and skills.

The introduction of a peer observation scheme would need to be tactful: a suggestion rather than an order, with the clear aim of establishing informal, not formal procedures. Also, it is important to foresee that not only the teacher being observed, but also the peer observer, may well feel uncomfortable at first: observees need to trust that feedback will not merely target weaknesses, and

observers need to feel that they are carrying out the responsibility properly.

The key point would be to propose this practice as something beneficial to individuals, with a helpful and positive impact on professional development. One critical obstacle might be more experienced teachers' objection that doing peer observations would amount to extra work without pay.

Additionally, there was the suggestion that email might be an effective tool to facilitate mentoring, for instance by pairing a novice non-native, English-speaking teacher with a more experienced native speaker, so that the newer teacher could benefit from regular – even daily – practical help, encouragement, and discussion.

2) Participation in a community of professionals working on such projects as curriculum development, materials design, or test creation

Mixed experience with this approach was reported. In one instance, continuing education ESL teachers re-vamped a curriculum and developed materials as a team; this project was definitely successful, although it required very dedicated people who were willing to give extra time without extra pay, and some teachers resisted the whole idea because of the extra-time-for-free precedent that it might set. In another team, however, instructors set out idealistically to create and then revise a LINC class by working in a leaderless group; this started well but finally ended with such tension that the project could barely be completed.

As a way to manage the extra-time issue, and also in order to promote contacts among teachers not necessarily working at the same sites, one participant noted that "communities of inquiry" (per Gordon Wells) might be set up by email, so that groups of four or five teachers with similar pedagogical interests might collaborate on common concerns or problems. This person also noted that the same medium could be used for mentoring (as reported above).

3) Information sharing, (two-way) communication between supervisors and teachers regarding evaluation, timing, criteria, and feed-back

There were few responses here, but one participant did rather vividly underline the practical reality that teachers are, after all, on salary in an institution directed by a manager who would want to know "I'm doing what I'm paid to do." In these circumstances, and given that the manager may or may not be specifically trained in ESL, good communication becomes especially important if the process is to remain effective for both parties.

Another participant cautiously noted that supervisor/teacher communication, while highly desirable, can become difficult whenever union/management relations are strained, a potential problem which may be particularly salient where boards are still feeling the disruptive effects of recent amalgamation or restructuring. And if evaluation is suspected of being arbitrary or erratic and communication is poor, the process may actually inhibit reflection and personal growth.

4) Portfolio development for both evaluation and professional-development purposes

The reflective aspect of portfolio development caught the attention of a number of participants, who stressed that a portfolio was a way not only to capture "the best of you," but also to define one's own criteria on which to be evaluated (although it was also noted that portfolios relate as much to individual growth as to evaluation). Moreover, the concrete, realistic content of portfolios – e.g., one's actual lessons, materials and curriculum initiatives, or one's various professional plans and aspirations as followed through to completion – can make them especially valuable in terms of analysing one's own progress as a teacher. This means, as well, that portfolio development can provide excellent preparation for job interviews and can also help teachers think about such key issues as the evolution of their job description or personal narrative of their career path.

Finally, participants noted that, in many respects, portfolios can incorporate all three of the preceding sections.

Chirawibha and John Sivell have taught ESL and EFL in Canada and abroad. They have a special interest in culturally appropriate materials.

Fiona Allan teaches at Niagara College.

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Oral Journals

Karen Thomson

My original intention was to present a one-hour interactive workshop on how to use students' own tape recordings (oral journals) to help them improve their listening, pronunciation, and speaking. Well, I guess when I made that proposal, I hadn't realized that I had so many ideas that would flow from my mind and from the minds of my colleagues at U of T! As I started preparing, my handouts kept multiplying and multiplying. I felt like Mickey Mouse in the Sorcerer's Apprentice! The end result was a conference room full of teachers made dizzy by me talking non-stop for 50 minutes and crippled by the stack of handouts I gave. I'll know better next time!

What are oral journals?

Oral journals are tape recordings that students make for the purpose of improving their English. The teacher can analyze these recordings orally or in writing. The students can listen to themselves and analyze their own speaking or pronunciation. Peer feedback is also possible if the students listen to answer questions about another student's recording.

I believe that the advantages of using oral journals outweigh the disadvantages but you should be the judge for your own class.

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The students can listen to themselves and analyze their own speaking or pronunciation.

Advantages

- Oral journals allow students to focus on specific aspects of accuracy and fluency.
- Oral journals encourage self-assessment (including self-monitoring and self-correction).
- Students can listen to themselves and get self-feedback immediately.
- Students feel the recordings are very useful and helpful.
- Oral journals enable the teacher to provide one-on-one feedback.
- Oral journals provide an opportunity for peer feedback.
- Oral journals are an excellent jumping off point for goal-setting because errors are easily identified and monitored.
- Oral journals provide students with a record of their speech at the beginning of the session so that they can hear progress over the course of the session.

Disadvantages

- Oral journals can be time-consuming to correct.
- Ideally each student should have a tape recorder and headphones. Minimally, you need one tape recorder per class.
- Oral journals may require moving a lot of tape recorders to and from class.
- In the beginning, the students feel embarrassed about hearing their voices on tape.
- Activities must be varied to keep the students stimulated.
- Oral journals require the teacher to be very familiar with the subject being practiced.
- Significant progress or improvement may be difficult to hear over a short course.

Skills that can be improved through the use of oral journals:

Pronunciation: All skills of pronunciation from segmentals to suprasegmentals can be improved through the use of oral journals. A few of the ideas mentioned at the conference were:

- The students practise a particular sound, linking, intonation point, thought groups, etc., by recording a dialogue, a paragraph, or a sentence that the teacher provides or that they write themselves or with a partner. The speaker can then analyze his or her mistakes and this can be followed by oral or written teacher feedback.
- If you have a few tape recorders at your disposal and you would like to encourage peer feedback, give a series of minimal pair words or sentences [for example a) It is a sheep. b) It is a ship.] and ask the students to record either a) or b). Then as a listening activity in class, groups try to figure out whether the speaker said a) or b).
- Students work together to create a dialogue using both falling intonation and rising intonation. The pair then record the dialogue and analyze their performance.

Speaking fluency:

- Students explain on tape how to draw a picture or how to get somewhere. As a listening activity, other students could listen and then compare their map or picture with the original.

- Students record a conversation, an interview or an impromptu speech. This recording could be analyzed by the teacher, by the student/s doing the recording or both.
- Students record a short speech on a particular subject and prepare comprehension questions about it for the class. During class, the other students listen and answer these questions.

Speaking accuracy: Transcriptions are essential when focusing on accuracy.

- Students prepare a short speech or conversation focusing on a particular subject, (description of a graph, directions), situation (interview questions) or grammar point and then transcribe it and identify errors.

Karen Thomson teaches international students at U of T's School of Continuing Studies.

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Karen Thomson answers a question following her presentation.

The Benefits of Whole School Holiday Activities

A reflection of the workshop "A Blend of Cultures and Talents"

There are critics who say that there is no place in an ESL curriculum for conducting holiday activities. The purpose of this paper is to show that there is not only a place for these activities, but a necessity in order to build a socially, academically and culturally balanced learner.

Currently, we have five classes at our centre with students from various countries, primarily Sri Lanka, India, China, Afghanistan, Columbia, the Middle East and various parts of Africa. When there is a major holiday for one or more of the countries or cultures represented at the school, we plan something to commemorate and educate one another.

Our definition of "Whole school activities" refers to the organization of events as a whole school, rather than in individual classes. Learning centres are a good way to cater to such a large group of students. Often there are corresponding holidays among the various cultures and Canadian culture. An appropriate day to commemorate the holiday is chosen by the staff or students. Commemorations and celebrations take place within a flexible time frame. Events may last from 45 minutes to two and a half hours, depending upon what is planned. Events may include a variety of items, depending upon the talents of the staff and students. There have been group and individual presentations, theatrics, songs, demonstrations, potlucks, crafts, cultural competitions or academia. Staff members as well as students have led the activities. Thus, we see "Whole school holiday activities" as *opportunities to educate and celebrate one or more special days valued in certain societies, while involving learners from more than one class.*

Some staff members and even some students may believe that they should not or cannot participate in other cultural events because they have different beliefs or values. However, there are many purposes for including "Whole school holiday activities" in the curriculum. These activities help to build not only language skills, but also social skills, employment related skills such as working in teams and an understanding of various cultures.

Therefore, we believe that these experiences are valuable to each student regardless of their cultural or religious background.

We also try to pay attention to students with various kinds of intelligence. Our approach to holidays springs from Howard Gardner's theory of multiple intelligences. Basically, it is the idea that people learn in many different ways. This theory gives instructors the responsibility to cater to all students, not only the academic ones. Instructors are responsible for teaching students using music, movement, group work, and individual work, including linguistic, mathematic and spatial abilities. This makes room for many opportunities and possibilities in each event every year.

Coming to Canada is a major transition for newcomers. When they participate in an activity which involves their community they experience a sense of belonging and inclusion. They get the opportunity to build connections with people from their community and they discover that they possess talents, skills or knowledge, which can be appreciated by others. When their experiences are validated in this way, it helps to increase their self-worth and pride. Our students have been known to go out to nursing homes and community organisations with presentations prepared in the school. Not only do these activities help a newcomer along in the stages of acculturation, but they really boost school spirit and student commitment. Furthermore, the students are glad to be able to contribute to the community in some way.

Our ultimate goal is to equip the students with language skills that enable them to adapt to and function effectively in Canadian society. Each activity focuses on a language skill, whether it be reading, writing, listening or speaking. Teachers usually explain to the students which activity is connected to which skill or guide the students to appropriate learning centres. Students recognise that these activities provide them with the tools needed to reach their future goals. For instance, presentations help to develop public speaking skills and correct pronunciation, while demonstrations

"Whole school holiday activities" educate and celebrate one or more special days valued in certain societies, while involving learners from more than one class.

These activities help to build not only language skills, but also social skills, employment related skills such as working in teams and an understanding of various cultures.

(skills like baking or making crafts) can be noted on a resume. Planning a theatrical production exhibits their creative talent. As students get involved, they demonstrate varied skills in leadership, organisation and teamwork. Whatever the case may be, this approach always provides instructors with what they really want to achieve – purpose-driven English.

Some teachers might question the effectiveness of having multilevel groups within each centre. Jill Bell, in her book on teaching multilevel classes in ESL, states "Cross-ability groups can serve to strengthen fluency skills if they are properly planned." ¹ When students participate in an activity in which they must interact with others, they learn how to respond in common, informal social situations. These activities often foster friendships among students from different levels, which might not have otherwise occurred.

Canada is known for ethnic and cultural tolerance. By regarding the various special days celebrated we demonstrate our attitude and appreciation for the diverse cultures that make up the mosaic of Canada. This is why we take time out of our regular curriculum to emphasise and celebrate not only culture and ethnicity, but also **individuals** for who they are.

¹ Bell, Jill. (1991) *Teaching Multilevel Classes in ESL*, Dominie Press, Pippin Publishing. 6: 112.

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By regarding the various special days celebrated we demonstrate Canada's attitude and appreciation for the diverse cultures that make up the mosaic of Canada.

West African drummer and vocalist, Keba Jobateh, entertains during the conference dinner.

In face-to-face communication:

- **Voice quality accounts for 38%**
- **Visual factors account for 55%**
- **Words account for 7% of impact**

They need not only say the right words, but also say them in the right tone of voice and, ideally, their body language should emphasize, not contradict or diminish, their meaning.

The above is why we teach our children manners and why we use drama activities in ESL classrooms.

We want our children to be likeable. We all want to prepare students for dealing with real people in a real world. They need not only say the right words, but also say them in the right tone of voice and, ideally, their body language should emphasize, not contradict or diminish, their meaning. When people communicate in a foreign language they often concentrate on catching the words, but they ignore the manner in which the words are said.

Drama activities bring this to their attention. On occasion, I heard non-native speakers who, quite unintentionally, sounded angry or aggressive in English when they were not.

The people that our students are meeting and will meet are not faceless.

The real people that our students meet can be busy, tired or rude. They have bad colds, they have bad days, their breath smells, they stutter. They may speak too slowly or too fast; they may repeat themselves.

In order to deal with them, non-native speakers need to understand this. Misunderstandings happen even between people of the same culture. Interpreting a person from a different culture is quite a science.

Drama activities are also good **warm-up activities** to get the class in the mood for later work. Drama warm-ups, unlike a sit-down-and-write type of exercise, engage the body and the mind.

- they involve the class in shared learning
- they help to keep all 30 people in the class active at the same time with the same intensity
- you can stay on the edge and just watch and help when asked, so you need not be in 30 places at the same time

- there is no place for stereotyped responses where everybody speaks and nobody listens
- people only enjoy using a foreign language when they actually create something in it rather than reproduce the memorized patterns. They must know how to be angry and how to show interest and how to joke. They need to play with the language to get the feel of it.
- anybody gets numb if all day they sit entrenched behind their desks and write or read or talk. Drama activities are good for the health.

Activities:

In pairs: talk to each other, using only numbers, 1-30.

You are an angry teenager arguing with his/her teacher (Rationale: Speaking in numbers helps the students to concentrate on "acting" rather than worrying about the right words, tenses, etc.)

Write on the blackboard a short, emphatic but ambiguous exchange, such as:

- **Come in! It's too cold outside!**
- **No thanks! I'm fine.**

You and your partner have 5 minutes to decide 1) who the people are – their age, sex, relationship; 2) where they are; 3) what the mood is.

Then you will act it out, and the class will try to guess who you are.

Teaching Simple Past Verbs

Put a list of verbs of your choice on a poster or a screen that everybody in the class can see.

1. Read them and act them out
2. Repeat them and the students mime
3. When you think they recognize them on hearing, you put up a poster with the verbs

People only enjoy using a foreign language when they actually create something in it rather than reproduce the memorized patterns. They must know how to be angry and how to show interest and how to joke. They need to play with the language to get the feel of it.

Now, if you want to drill Simple Past forms, you say : When I say "You WALK" – freeze.

When I say " You SNEEZED – do it." And we proceed. First I do it, then the students do it, one by one – during as many sessions as they need.

You can drill the Past Continuous or Past Perfect using lists of verbs or verb phrases

Hand out the lists and ask the students to choose a couple and act them out. The others must guess the verbs and say the sentence.

A list of phrasal verbs can become a sketch that one group performs and the other has to guess.

got in – took off – sat down – leaned back – dozed off – woke up – picked up – bit off – brushed off – stood up – washed up – switched off – turned in

How can you make me answer the door without saying it? Yes!

How will you make me come to you without opening your mouth?

This is what I did this year with my beginner class. It is a Bingo game with phrases like

Quiet! Calm down! Sit down! Stand up! Go away! Take it out! I don't know! Come here ! Wait a moment! Me?

I hand out the bingo sheet and mime. They call out what they recognize.

One person sits in the centre. Everyone else gets a card with a phrase. As they read it out, the person in the centre must say where you can hear this phrase and answer appropriately.

Examples:

A student reads from his/her card: "Fill'er up!"

- The one on the hot seat answers: " You are at the gas station. I say: " Do you want your oil checked, sir?" (or some other appropriate phrase)

" Another student reads: " What's the special today?" – the answer should be: " At a restaurant. "We have vegetable soup and pan-fried lake trout with rice."

Before tackling a text with much action where the sequence and the manner of doing is important, I copy out the paragraphs with lots of action and give them to groups of students to act it out. The following one would involve two students acting, and, if you wish so, a third one as assistant.

Peters tiptoed to the door. Then he stopped to knock. There was a sound of a chair moving and a startled voice said, " Who's that?" He pushed open the door. A young man was sitting at a table with a book open in front of him, a pen in his hand. He jumped up, saying nothing, and stared at Peters.

I wholly share A. Maley's opinion about what a drama activity is not and I am repeating his words of advice:

- it is not a performance in front of a passive audience
- it is not a rehearsal for some great final performance
- the value is not in what it leads to, but in what it is and brings out
- the only audience is the people who are taking part. They are not actors and the teacher is not a producer nor a stage director
- drama activities are not psychoanalyst's sessions of self-liberation for curing complexes and hang-ups.

Do not pay attention to the one or two students who will not cooperate. The group will take care of them better than you.

Do not force students into roles they are not comfortable in. Rather than push your ideas, let the students sort them out.

Do not invent extreme or risqué sketches, not even for the probable linguistic wealth they may offer.

Do not intervene when there is a pause. Silence is necessary. If you intervene the students have no chance to think.

Do not let the activity go on longer than planned. Too much time leads to a loss of interest. What is lost in performance will be gained in talking about what was not done.

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The Status of Motivation in the Teachers' Decision-Making Process: A Foreign Language Teaching Context

One of the ways of tracing motivational strategies used by teachers might be by identifying the teachers' beliefs, assumptions and knowledge (BAK) and the place of motivation in BAK since teachers' decision-making and what they do is partially influenced by their BAK.

Teachers' decision-making process, according to Woods (1996), consists of three components, planning/expectations, implementation /action, and interpretation / evaluation.

It is a generally accepted belief in the domain of second language research that motivation is one of the most important factors, almost as important as aptitude, in determining success in learning an additional language (Gardner, 1985; Dornyei, 1994, 2001; Oxford, 1996). Thus, it has been suggested that "...teacher skills in motivating learners should be seen as central to teaching effectiveness" (Dornyei, 2001, p.16), and "that most students' motivation can be 'worked on' and increased"(p.118). Assuming this responsibility of motivating students, for teachers, has prompted some research on identifying strategies for motivating students (Dornyei, 2001, pp. 116-140).

It is safe to suggest that motivational strategies suggested by researchers are often plausible and compelling and might be useful for some teachers in their attempt to motivate their students. However, it is equally safe to suggest that it is not clear how different teachers could implement the same strategies. This seems to be a sound concern when we know that teachers have different views on the importance of motivation in language learning (Woods, 1996). Given this, it could be a real challenge to find out whether a teacher motivates or not, not only for others but also him or herself.

One of the ways of tracing motivational strategies used by teachers might be by identifying the teachers' beliefs, assumptions and knowledge (BAK) and the place of motivation in BAK since teachers' decision-making and what they do is partially influenced by their BAK (Woods, 1996). Teachers' decision-making process, according to Woods (1996), consists of three components, planning/expectations, implementation /action, and interpretation / evaluation. In this model, planning is seen as a "productive structuring" of events. These events are also conceptualized at a range of levels. In other words, local or communicative events are means by which more global events are to take place and be accomplished. As Woods (1997) suggests there is an inherent relationship between the events at the higher level and the events at the lower level.

According to Woods (1997, 1996), teachers measure the success of smaller events by whether or not they have contributed to larger, more global events. What has happened in the classroom sometimes is perceived as corresponding to the planned structure, and sometimes it is perceived as a different structure from what was planned or hoped for. These retrospective interpretations can be seen as "receptive structuring" of events. One of the key elements influencing this receptive structuring process is what Woods calls *the teacher's background knowledge structure*, which consists of the teacher's belief system toward language learning, shaped by his background knowledge and experience. As Woods (1996) asserts

Within...[this decision-making model] the teacher's beliefs, assumptions and knowledge [BAK] play an important role in how the teacher interprets events related to teaching (both in preparation for the teaching and in the classroom), and thus affect the teaching decisions that are ultimately made. (p. 184)

BAK, Woods argues, consists of the teachers' view of motivation among other components.

To investigate the place of motivation in the BAK of one teacher, (referred to as T from this point on), and the ways in which his belief on motivation influenced his teaching plans, decisions and interpretations, a small-scale study was carried out. Although the results here could not be generalised, it provides some insights that could be fruitful in future research on motivation in classroom language learning.

The data for this study was gathered through (a) talking to T, before going to class, about his planned lesson and his expectations, (b) observing the delivery of the lesson (*action*) by T, and (c) talking to T regarding his *evaluation* (interpretation) of his own delivery of the lesson. This way of collecting data provided a picture of T's decision-making process: expectations, actions and evaluation.

• Expectations

Before the class, T states that the lesson in question "is about education – something that these students are involved in. Therefore, they might be interested in knowing these words. Let us see what happens." Woods (1996) points out that the term 'expectations' expresses an important facet of the teacher's decision-making process. T had specific expectations about how the activities would unfold, what the reaction of the students would be, and what the ideal outcome would be. T believed that the topic of the lesson, education, would be *relevant* to the students and that would make the lesson motivating.

• Actions

In class, T gives out a sheet, and I get one as well. The sheet is a list of words in the target language such as 'knowledge,' 'teaching,' 'study,' and 'university,' with English translations. He puts the words on the board as well. He is very active and dynamic, and encourages the students to personalize the vocabulary by asking him what their major is called in the target language. He talks about a word in the target language meaning 'kindergarten' which comes from a word meaning 'to embrace,' and which happens to be the first word in a song of which T sings the first line. He asks them several times to ask T about their field of study or any word that they would like to know related to education. The students, however, are participating less than they were in the first warm up mini-unit, and the second survival unit. He stops after about 20 minutes.

• Interpretations

In evaluating his own lesson, T states, "It did not work ... It was not very *motivating*. I know this because of their low *participation*. When there is no participation or it is lower than I expect then I am afraid of losing them, I stop the activity." Here, two important points need to be mentioned. The first one relates to the interrelationship between events, expectations, actions and interpretations, a teacher goes through at all levels. The second point relates to the place of motivation in T's decision-making process and how he measures it against participation.

As Woods (1996) points out, the teacher's interpretation of the events and reasoning for their success or perceived lack of it influences not only

other local units and activities, but also planning and decisions for the future activities. This interpretation of the teacher influences the way he views his subsequent unit: "It is time for a break. After the break I will give them the next unit in TPR with which I hope to change the mood totally." This instant decision is made to boost the students' *participation* and *engagement* and ultimately their *motivation*. At the same time, the teacher does not want to give up the previous lesson that did not work. Rather he looks for ways to improve it and present it in other ways next time: "I think I will make it more visual next time, and have them do something with it [a task]."

As can be seen, *participation/engagement* is a major factor in T's language classroom. Participation is the criterion by which he judges at least two things: how successful his lesson has been in general; and how motivating the lesson or his delivery of it has been. The importance of participation in T's BAK and his decision-making is not only evident at the micro level, but also the macro level. In his course outline it is stated that participation counts for 50% of the total mark for this credit course. This illustrates two things. First, as suggested by Woods (1996, 1997), there is an inherent interrelationship between the micro-level and the macro-level of a course. Second, this relationship is evident in the way the importance of motivation in the teacher's BAK influences his decisions at any given level of a course.

The findings in this study suggest that a teacher's view on motivation influences his decisions, expectations, actions, and evaluations. This may further suggest that the presence of motivation in a teacher's BAK, and ultimately his decision-making process, indicates that he assumes responsibility for the absence or presence of positive motivational orientations among his students. Further research with a wider scope could have great implications for teacher training programs in which teachers could be made aware of the important status of motivation in the language learning process. It is hoped that such awareness might enrich the teachers' belief, assumption, and knowledge system, and gear their decision-making process to attending to learners' motivational orientations.

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Indonesian dancers, Johnny and Methya Aristanto, perform during conference dinner.

Second Language Acquisition from the Learner's Perspective

What is second language acquisition (SLA) like from the learner's perspective? It is not easy to know. Learners are absent from much of the dialogue on SLA due to language barriers, lack of time and forum, and issues of power and consequence between learners and teachers, as well as between learners and researchers.

As part of my doctoral thesis in second language education (in progress), I examine a corpus of language narratives – published accounts written by individuals who have learned and lived in a new language. The stories of acculturation form a genre known as language memoirs (Kaplan, 1993); auto-ethnographies (Belcher and Connor, 2001); life narratives (McAdams, 1988); testimonios (Beverly, 2000); and translation therapy (Pavlenko, 1998). While not limited to language learning events, these published accounts offer many useful insights into what SLA is like from the learner's perspective, and it is these language events that I attend. Working from a corpus of ten narratives and several essays from anthologies, I identify issues and themes that are significant within narratives and then across narratives. Eisner (1995) suggests that "effective research in education should make the experience vivid and generate a sense of empathy ... help us to know what it feels like" (p.5). These narratives make the experience vivid for me.

It was these language learning-related themes and issues that I presented at the 2001 TESL Ontario conference in a session called "Language Narratives as TESL PD."

The most prominent themes are: first language loss; bi-identity; the cultural load of ESL/EFL materials; the significance of names and name changes; the mind/body connection; the power of the learner's will; classroom/teacher incidents; and writing in an L2 about events that happened in the L1 (an "alphabet without memory" as Ann Michaels says in her 1996 novel *Fugitive Pieces*).

Quotes and short passages that illustrated the significance of each theme were drawn from the narratives and presented at the session. Responses by participants at the session were extremely

interesting. Many related very personally to the incidents/issues described by the narrativists; their own experiences or experiences of family members closely paralleled those of the narrativists.

The next stage of the study is to determine if and how these themes/issues are represented in SLA theory. The final stage involves bringing together a focus group of experienced (8+ years) ESL teachers who will consider the pedagogical implications of the information gathered from these narratives.

Those attending the session were encouraged to read one or more of the language narratives in order to gain insights into SLA from the learner's perspective. Providing an excerpt or quote from the narrativists might prompt students in our classrooms to share some of their own feelings about learning and living in a second language.

I hope to present the links to theory as well as the pedagogical implications at a future TESL Ontario conference.

"If you have eight or more years of experience teaching ESL/EFL and would like to participate in the focus group when teachers consider pedagogical implications, please contact me. This will probably happen in the Fall of 2002)

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English Intonation Practice Workbook

1. Highlight the stressed syllable of each content word. Use two different colours to separate words that commonly have a positive connotation (and therefore tone) from negative ones.
2. Work through mini-dialogues such as the following.

Example:

1. Ask me a question about my country of origin.
2. What is the capital of your country?
1. It's Tehran.
2. Is it nice?
1. I don't know. I've never been there. I am from a village.

1. translate: "The tongue is mightier than the sword" into your language and give an example of when it could be used
2. translate: "People who live in glass houses shouldn't throw stones." into your language and give an example of when it could be used
3. translate: "A soft answer turns away anger." into your language and give an example of when it could be used
4. translate: "Where there is smoke there's usually fire." into your language and give an example of when it could be used
5. translate: "What goes around comes around." into your language and give an example of when it could be used
6. translate: "There is no use crying over spilt milk." into your language and give an example of when it could be used
7. translate: "The squeaky wheel gets the oil." into your language and give an example of when it could be used
8. translate: "The bigger you are, the harder you fall." into your language and give an example of when it could be used
9. translate: "Little drops make an ocean." into your language and give an example of when it could be used

10. translate: "It's like looking for a needle in a haystack." into your language and give an example of when it could be used
11. translate: "He who hesitates is lost." into your language and give an example of when it could be used
12. translate: "As you sow, you shall reap." into your language and give an example of when it could be used
13. translate: "All that glitters isn't gold." into your language and give an example of when it could be used
14. tell me why we have to use a spoon when we stir coffee
15. tell me why we have to use a filter when we make coffee
16. tell me why people should/shouldn't wear deodorant every day
17. tell me why people should/shouldn't wash their hair every day
18. tell me why people should/shouldn't eat ice cream
19. tell me why people should/shouldn't eat chocolate
20. tell me why I shouldn't crack my knuckles.
21. tell me why children can't ride 2-wheel bikes when they are 3.
22. tell me who in the class is wearing the fanciest clothes and who is wearing the plainest
23. tell me who in the class is wearing nail polish
24. tell me which side of the sink the hot water tap is on
25. tell me which side of the plate the knife goes on
26. tell me which side of the keyboard the Enter button is on
27. tell me which side of the hall you should walk down
28. tell me which side of Europe, France is on
29. tell me which side of Asia, Japan is on

Translate: "What goes around comes around." into your language and give an example of when it could be used.

Tell me why children can't ride 2-wheel bikes when they are 3.

30. tell me what you would do if you won \$20,000
31. tell me what to do if my child swallows a bottle of pills
32. tell me what Remembrance Day is for
33. tell me what kind of woman makes a good wife
34. tell me what kind of mood you're in
35. tell me what kind of material your shoes are made of
36. tell me what kind of man makes a good husband
37. tell me what kind of fasteners you have on your clothes
38. tell me what kind of fabric your shirt is made of
39. tell me what kids become capable of by age 7
40. tell me what kids become capable of by age 2
41. tell me what creatures have fangs
42. tell me what creatures have claws
43. tell me what Christmas Day celebrates
44. tell me what birds provide us with eggs
45. tell me what animal makes the most faithful pet and why
46. tell me what a newborn baby can do
47. tell me what a Gas Station Attendant does
48. tell me what a Doctor does
49. tell me what 6 electronic products most Canadian households have
50. tell me the opposites of satisfied, regular, popular, and import
51. tell me the name of one of your uncles or cousins and what he does for fun
52. tell me the name of one of your uncles and what he does for a living
53. tell me the name of one of your neighbors and what he/she does for a living
54. tell me the name of one of your grandparents and what he/she did for a living
55. tell me the name of one of your favorite books and what it is about

56. tell me the name of one of your best friends and what he/she does for a living
57. tell me the major mathematical processes
58. tell me the 5 major food groups and give 3 examples of each
59. tell me if you've ever ridden a motorcycle
60. tell me if you've ever fainted
61. tell me how you make tea
62. tell me how to get from here to the wash-room
63. tell me how to get from here to Square One
64. tell me how to get from here to Niagara Falls
65. tell me how to get from here to Lake Ontario
66. tell me how to get from here to a library
67. tell me how to get from here to a grocery store
68. tell me how much longer you expect to be taking LINC classes
69. tell me how long it took you to learn this much English
70. tell me how long it took you to fly to Canada
71. tell me about the people you live with
72. tell me about the day that you arrived in Canada
73. tell me a good cure for a sore back
74. tell me a country where the women dress very fashionably
75. tell me a country where the women cover themselves from head to toe
76. tell me a country that the equator passes through
77. tell me a country that has the most sunny days a year
78. tell me a country that has a lot of elephants
79. tell me a country that has a lot of earthquakes
80. tell me a country that has a lot of deserts
81. tell me a country that has a King
82. tell me 3 things that people get possessive about
83. tell me 3 things that people get fanatic about
84. tell me 3 things that make people sweat
85. tell me 3 things that make people sneeze

Tell me what kind of fasteners you have on your clothes.

Tell me the 5 major food groups and give 3 examples of each.

Tell me 3 problems with most fitting rooms.

Show me the gestures for 'be quiet,' 'victory,' 'come here' and 'just a sec.'

86. tell me 3 things that make people laugh
87. tell me 3 things that make people jealous
88. tell me 3 things that make people cry
89. tell me 3 problems with organized sports for children
90. tell me 3 problems with most gas station washrooms
91. tell me 3 problems with most fitting rooms
92. tell me 3 problems with most downtowns of big cities
93. tell me 3 problems with entertaining
94. tell me 3 problems with buying Christmas presents
95. tell me 3 major causes of obesity
96. tell me 3 major causes of miscarriages
97. tell me 3 major causes of divorce
98. tell me 3 major causes of car accidents
99. tell me 3 facts about Ontario
100. tell me 3 facts about Mississauga
101. tell me 2 things which cause constipation
102. tell me 2 things which cause colours to fade
103. tell me 2 things that would make life easier for new immigrants
104. tell me 2 things that make life hard for new immigrants
105. stretch as if you'd just woken up in the morning
106. show me the gestures for money, good luck, it's a no go, and he's dead (figuratively)
107. show me the gestures for he's stupid, he's sleeping, he's crazy and stop that
108. show me the gestures for 'be quiet,' 'victory,' 'come here' and 'just a sec'
109. show me the different salutes of fascists, soldiers and Boy Scouts
110. show me a scar and tell me how you got it
111. rub your temples as if you had a bad headache
112. recite "To be or not to be – that is the question. Whether it is nobler in the mind to bear the slings and arrows of outrageous fortune or by opposing, end them."
113. name three people who come from tropical/hot climates and three who come from continental/cold climates
114. name three people who come from cultures that are very different than Canada's and three who come from somewhat similar cultures
115. name three people (in the class) who have been here less than 1 year and three who have been here more than 2
116. name Canada's three smallest provinces
117. name Canada's three richest provinces
118. name Canada's three oldest provinces
119. name Canada's three flattest provinces
120. name Canada's three biggest provinces
121. name Canada's three biggest cities
122. name 7 common pets
123. name 5 recyclable materials
124. name 5 medical instruments
125. name 5 kinds of fruit that grow in Ontario
126. name 5 kinds of footwear
127. name 5 famous writers (past or present)
128. name 5 famous politicians
129. name 5 famous movies (past or present)
130. name 5 deadly diseases
131. name 5 common makes of car
132. name 5 common insects
133. name 5 common birds
134. name 4 materials that window coverings are made out of
135. name 4 materials that pants are made out of
136. name 4 materials that houses are made out of
137. name 4 materials that fences are made out of
138. name 4 materials that cutlery is made out of
139. name 4 materials that blouses are made out of
140. name 3 natural fabrics
141. name 2 famous spies
142. name 10 famous world leaders (past or present)

143. list three things that make kids late for school
144. list three things that make being pregnant miserable
145. list three things that make being an immigrant miserable
146. list three things that make being a teenager miserable
147. list three things that children fight over
148. list three things that children fear
149. list the top 5 problems that new immigrants face.
150. list the pros and cons of marriage.
151. list the parts of an apple
152. list the parts of a house
153. list the parts of a fish
154. list the parts of a computer
155. list the parts of a body
156. list 5 things that are often made of leather
157. list 5 things that are often fake
158. list 5 common causes of stress
159. list 5 common causes of sore feet
160. list 5 common causes of death for men in their 40s
161. list 5 causes of weight gain
162. list 5 causes of fatigue
163. list 3 common causes of diarrhea
164. insult me
165. imitate the sounds of a bee, rooster, goat, snake and mosquito.
166. give three examples of why the referee would call foul in soccer
167. give three examples of why the police would pull a driver over
168. give three examples of why good hygiene is important
169. give three examples of why brushing your teeth is important
170. give three examples of why a teacher would give an A
171. give three examples of why a teacher would give a detention
172. give me the names of the 3 tallest and the three shortest people in the class
173. give me the names of the 3 most vocal and the three least vocal people in the class
174. give me some good advice
175. give me a simple recipe for making rice
176. give me a simple recipe for making homemade French Fries
177. give me a simple recipe for making cake
178. give me a simple recipe for making an omelet
179. give me a simple recipe for making a milkshake
180. give me a good cure for pimples
181. give me a good cure for nervousness
182. give me a good cure for insomnia
183. give me a good cure for diarrhea
184. give me a good cure for constipation
185. give me a good cure for a sore throat
186. give 5 common causes of accidental death
187. frown as if you are thinking very seriously about something.
188. flatter me
189. explain why you were late/early or on time for class today.
190. explain why you shouldn't move a person who has been injured in a fall from a high place.
191. explain why you came to Canada
192. explain how to give a newborn baby a bath
193. explain how to get a Driver's License
194. estimate the cost of taking 24 photos
195. estimate the cost of immigrating to Canada
196. estimate the cost of having a baby for one year
197. estimate the cost of getting your driver's license
198. estimate the cost of buying winter clothes
199. Estimate how much it costs to live in Mississauga for a year for a family of four.
200. draw your native country and label 5 things on it
201. draw the place where you live and label 5 things on it

List three things that make being a teenager miserable.

Explain how to give a newborn baby a bath.

North Americans will see silence as a lack of quickness of thought or even a desire to finish the conversation.

Asian cultures must have guidance adjusting to the English style. Asians see direct eye contact as aggressive, uncultured or insolent.

I. Loudness

- A. North Americans equate volume with confidence.
- B. This volume is considered loud in Asia and can be seen as aggressive, uncultured or tactless.
- C. A lower volume is seen by North Americans as submissive, secretive or possibly seductive.

II. Speed

- A. A variation in speed to match the intensity of the information is expected in English.
- B. This variation can be seen as a lack of control by Asians.
- C. North Americans will see steady, even pacing as plodding or unenthusiastic.

III. Acceptance of Silence

- A. North Americans do not accept even momentary silence in response to a question and most pauses are filled with "fillers".
- B. A Japanese proverb says "Those who know do not speak – those who speak do not know" and Asians generally respect silence and equate it with giving due respect to a topic and the participant's thought processes.
- C. North Americans will see silence as a lack of quickness of thought or even a desire to finish the conversation.

Kinesics or Symbolic Body Language:

I. Gestures

- A. Vary significantly from culture to culture in usage (i.e. a-ok, "me?", victory vs. old friends).
- B. Often acceptable substitutes for speech in English (i.e. shrug, sneer, beckon).
- C. Vary significantly in amount of use from culture to culture. Minimal in Korean and Japanese culture/maximum in Southern Europe. Cultures also vary in terms of allowed

space – with North Americans maintaining a triangle from ribs to head.

- D. North Americans find a lack of gestures visually and conversationally boring and an excess distracting.
- E. Toastmasters International has measured the ideal level as 3 per utterance.
- F. The use of gestures varies according to gender and male ESL students should be cautious about imitating female teachers.

II. Oculistics or the Use of the Eyes:

- A. For North Americans, the use of direct eye contact symbolizes listening and attention.
- B. The length of the eye contact is also a variable within NA culture, as it can be perceived as aggressive when used for too long, or as disinterest, when too short.
- C. Asian cultures must have guidance adjusting to the English style. Asians see direct eye contact as aggressive, uncultured or insolent.
- D. NA's use eye contact to control conversations and groups, therefore, ESL students must master it.

III. Haptics or Touching Behaviour:

- A. Heslin (1974), distinguished between the following degrees of haptic intimacy:
 - 1. functional/professional
 - 2. social/polite
 - 3. friendship/warmth
 - 4. love/intimacy
 - 5. sexual arousal
- B. The most widespread heptic symbol is the hand shake. This however differs in degrees, length and strength between the various levels of intimacy (or gets completely replaced by more intimate heptic behaviour). Consider the fact that what is for a Latino a level 2 greeting can be seen by the NA as bordering on 4 or 5! A level 1 NA handshake is 2.5 firm movements with the joints meeting.
- C. Northern Europe is at the "Non-Contact" end of the scale while Spain is a "contact" culture. South Asians are very contact-oriented but only with each gender.

Proxemics or Spacing:

- A. North Americans generally maintain the classic handshake distance in conversation.
- B. Asians maintain the bow distance.
- C. Speakers of romance and Slavic languages maintain the "about to kiss" distance.
- D. North Americans will interpret larger distances as unfriendly and smaller distances as threatening or invasive.

Symbolism:

- A. Colours are open to different interpretations and acceptance.
- B. Numbers vary in significance. 13 in Christianity vs. Judaism.
- C. Political and religious symbolism can meet with varying acceptance.

Conceptual Fluency

- Metaphorically-based knowledge is one of the major ways in which knowledge of the

world is encoded and decoded. "She's not worth the time." = people & time are seen as commodities in this culture

- ESL students lacking conceptual fluency use English as a "carrier" of their native conceptual system. Where concepts diverge, communication fails.

See Ksvecses, Z. 1988 "The Semantics of Passion in Conversational English."

Mental schemas

- A. Most of classical Western thinking is based on the Aristotelian view of logic: analytical, linear and rational.
- B. Other cultures emphasize a more complex set of logic (i.e. Confusian), which can be described as holistic, associative and affective.

Speakers of romance and Slavic languages maintain the "about to kiss" distance.

	Monochronic	Polychronic
Interpersonal relations	are subordinate to preset schedule	preset schedule is subordinate to interpersonal relations
Activity coordination	Schedule co-ordinates activity; appointment time is rigid.	Interpersonal relations co-ordinate activity; appointment time is flexible
Task handling	One task at a time	Many tasks are handled simultaneously
Breaks and personal time	Breaks and personal time are sacrosanct regardless of personal ties.	Breaks and personal time are subordinate to personal ties.
Temporal structure	Time is inflexible; time is tangible	Time is flexible; time is fluid
Work/personal time separability	Work time is clearly separable from personal time	Work time is not clearly separable from personal time
Organizational perception	Activities are isolated from organisation as a whole; tasks are measured by output in time (activity per hour or minute)	Activities are integrated into organisation as a whole; tasks are measured as part of overall organisational goal

ESL students lacking conceptual fluency use English as a "carrier" of their native conceptual system. Where concepts diverge, communication fails.

Kathryn Brillinger teaches pronunciation at Sheridan College.

Preparing Every Teacher to Be an ESL Teacher The OISE/UT Experience

Abstract

For the past two years we have been researching the effectiveness of a course entitled *ESL Across the Curriculum* as a potential course for all future K-12 teachers. It is now an optional course within the pre-service teacher education program at the University of Toronto. The course is designed to prepare K-12 teachers to meet the needs of ESL learners in mainstream classes. Now that it has become clear that all teachers in Ontario must be prepared to work with ESL learners, we are exploring various strategies to infuse ESL issues across the B.Ed. Program. In our workshop, we described the various initiatives at OISE/UT and invited participants to take part in a number of activities focussing on their ESL teaching experiences in K to 12 classrooms and their views on how we should prepare teachers to support all ESL learners.

Background

In addition, recent education policy in Ontario has led to a significant decrease in the amount of ESL support provided to students by ESL specialist teachers. Cutbacks have also affected other important services for ESL students and their parents. **The new policy is that every teacher should be an ESL teacher.** This type of policy is becoming widespread in North America because boards of education and national governments have been legislated to balance their budgets.

One of the new dilemmas regarding the preparation of teachers for work in urban, multilingual/multicultural schools involves whether there should be yet one more course focussed on ESL issues in an already overcrowded teacher education curriculum or whether ESL issues and teaching strategies should be integrated across courses for pre-service teachers. An equally important question has to do with the most appropriate format and content for such a course as well as the nature of an ESL integration initiative.

In an attempt to answer these difficult questions, we have been researching the effectiveness of a "stand alone" course entitled *ESL Across the Curriculum* in our context in the first phase of a two-phase project. The second phase will focus on effective strategies for the infusion of ESL issues and teaching strategies across the teacher preparation curriculum.

The pre-service teacher education context in Ontario

In Canada, education and teacher education come under provincial jurisdiction and as a result

there are different systems in every province and territory. In addition, there are regional differences within these provinces and territories that reflect local needs. In Ontario, there are nine faculties of education offering a range of programs to respond to the needs of schools and boards of education in their area.

Some Ontario universities offer 5-year programs leading to both a B.A. or B.Sc. and a B.Ed. while other faculties of education including OISE/UT offer 9 month to 2-year post-graduate programs leading either to a B.Ed., M.A. or M.T. Graduates of these various programs receive a teaching certificate for Ontario as long as they fulfill the various requirements of the Ontario College of Teachers including passing the new Ontario Teachers Qualifying Test, providing proof of being tuberculosis-free and not having a criminal record. Across the province teacher candidates in these programs may be placed in a cohort or not and may receive some instruction on how to work with ESL students or not.

English as a Second Language is not a teaching subject that pre-service teachers can opt to focus on in Ontario because of provincial education regulations that stipulate that specialization in teaching ESL can be obtained only through in-service courses once teachers are certified. As a result most Ontario universities spend very little time exploring issues related to teaching ESL students in their pre-service programs.

The Ontario College of Teachers evaluates pre-service programs on a rotating basis every three to five years and posts a report card indicating areas of strength and program aspects needing

The new policy is that every teacher should be an ESL teacher.

One of the new dilemmas regarding the preparation of teachers for work in urban, multilingual/multicultural schools involves whether there should be yet one more course focussed on ESL issues in an already overcrowded teacher education curriculum or whether ESL issues and teaching strategies should be integrated across courses for pre-service teachers.

attention. Although OISE/UT was congratulated for its efforts to offer workshops on ESL issues to the teacher candidates, there was also a concern that greater attention needed to be paid to consistent program delivery across programs. One of the concerns of all faculties of education is the ever-overcrowded pre-service curriculum. In fact, there are many questions on how to integrate many areas of emerging importance into the teacher education curriculum. These areas include global education, special education, teaching ESL across the curriculum, conflict resolution and more.

A range of approaches to learning about ESL issues and teaching strategies at OISE/UT

The Ontario Institute of Education of the University of Toronto, is located in the heart of Toronto now known as the most multicultural city in the world. As a result, OISE/UT has attempted to respond to the need for future teachers to know how to work with L2 learners in their classrooms. The strategies adopted range from offering an optional course on the topic to providing low-cost workshops of different lengths to pre-service teacher candidates.

Here is a brief description of the different ways ESL issues are now addressed across pre-service education programs at OISE/UT:

- In some cases ESL issues are integrated into all courses as appropriate including social foundations, psychological foundations and curriculum and instruction courses. This, however, is rare and occurs in only a few of the cohort options for pre-service teachers.
- ESL issues are considered within the framework of related studies courses. Every B.Ed. student chooses one Related Studies Course from a list of 30+ courses. This year and last year only 2 sections the *ESL Across the Curriculum* course accommodating approximately 60 of the 1200 pre-service teacher candidates were offered.
- Student Services organized an optional 9-hour weekend workshop on working with ESL students in the mainstream over two weekends or 3 evenings, and teacher candidates who attended were given a certificate of attendance. More than 300 students registered for this workshop this year.

- Within the framework of the *Working Toward Safer Schools* Conference, an optional one-day conference, sponsored by Student Services, about 100 students attended a 90-minute workshop entitled *Teaching in Multilingual Schools*.

The reality in our institution is that many of the 1200 teacher candidates not enrolled in the Related Studies course entitled *ESL Across the Curriculum* have either minimal or no exposure to ESL issues in their courses.

The *ESL Across the Curriculum* course at OISE/UT

The *ESL Across the Curriculum* course is designed to prepare K-12 teachers to meet the needs of ESL learners in mainstream classes. It focuses on 1) the methods and techniques for adapting content-based teaching for ESL students, 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching, 3) integrating strategy training and language awareness into mainstream programs and 4) developing sensitivity to cultural and linguistic diversity. Throughout the course the pre-service teachers are involved in reflective and active learning.

Although the core topics have remained the same in the three years we have been offering the course, the amount of class time and the number of readings focussing on each of the topics changed as the result of input from the teacher candidates who completed the course. The specific course topics explored include:

- experiences of immigration and acculturation – the historical and socio-political context of immigration, linguistic and cultural diversity in Canada,
- relevant information from second language acquisition theory and research,
- pedagogical orientations to language and cultural diversity – traditional/transmission-oriented, liberal/transactional, transformational/anticracist,
- getting started in a multicultural school,
- how to create an inclusive school environment and an inclusive classroom community,
- how to plan for inclusive instruction using the mandated curriculum,
- curriculum adaptations — integrating language learning and subject-matter learning,

The Ontario Institute of Education of the University of Toronto, is located in the heart of Toronto now known as the most multicultural city in the world. As a result, OISE/UT has attempted to respond to the need for future teachers to know how to work with L2 learners in their classrooms.

The reality in our institution is that many of the 1200 teacher candidates not enrolled in the Related Studies course entitled *ESL Across the Curriculum* have either minimal or no exposure to ESL issues in their courses.

The results of a two-year study designed to determine the effectiveness of a "stand alone" course entitled *ESL Across the Curriculum* in the pre-service context have also led us to explore ways of integrating ESL issues and related teaching strategies across the pre-service teacher education program.

The *ESL Infusion Initiative*, involves workshops specially designed for different groups of teacher educators from across the full range of pre-service programs including instructors from educational psychology, social foundations, curriculum and instruction as well as the elementary and secondary divisions.

- specific strategies for the modification of lessons and units
- adjusting discourse to enhance learning,
- an anti-racist approach to education,
- assessment in multicultural schools, and
- the Ontario Ministry of Education Electronic Curriculum Planner (2001) and mini-unit development.

The pedagogical goals of the course, as defined in relation to our ongoing course development informed by student feedback and early research findings, can be organized into three areas:

- 1) images of ESL students and the factors impacting on their learning and experience,
- 2) pedagogical orientations in relation to linguistic as well as other forms of diversity, and
- 3) pedagogical strategies for inclusive classrooms and school communities.

The ESL Infusion Initiative at OISE/UT

As we are faced with a large number of teachers retiring, it is time to turn our focus to the renewal of the teaching force and in particular to exploring ways to improve how we prepare teachers for the ever-increasing multilingual and diverse student population in Canadian schools. Across the country, and in Ontario in particular, ESL issues are not introduced and TESL strategies have not traditionally been taught in pre-service programs.

The results of a two-year study designed to determine the effectiveness of a "stand alone" course entitled *ESL Across the Curriculum* in the pre-service context have also led us to explore ways of integrating ESL issues and related teaching strategies across the pre-service teacher education program. Although we learned about the factors that affect the engagement of teacher candidates in this course and felt we had the knowledge to improve and refine this course, the teacher candidates encouraged us to explore alternatives to this "add on" course as they repeatedly asked why these issues and strategies had not been infused into all their courses to "really" prepare them to work in Canada's multilingual and multicultural classrooms.

To address this situation within our institution, a multi-year initiative was launched in the summer of 2001 to support teacher educators in learning

about ESL issues and teaching strategies. Just as teachers drive learning in K-12 classrooms, teacher educators are central in shaping the experiences of teacher candidates in pre-service programs. This initiative, referred to as the *ESL Infusion Initiative*, involves workshops specially designed for different groups of teacher educators from across the full range of pre-service programs including instructors from educational psychology, social foundations, curriculum and instruction as well as the elementary and secondary divisions. Also under development are a resource collection and a website including books, articles, audio-visual materials as well as possible assignments and classroom activities for teacher educators. The *ESL Infusion Initiative* is based on a social constructivist view of the professional development of teacher educators and thus recognizes the need to work from the personal theories of these teacher educators. It is also expected that each teacher educator will have different expectations of and responses to the professional development opportunities provided.

Input from workshop participants

After describing the OISE/UT experience, we asked workshop participants to consider the questions included on the handout in Appendix 1. Specifically, we asked them to share their views on the most important content and teaching strategies to support pre-service teachers in learning to work effectively with mainstreamed ESL students. A summary of their responses can be found in Appendix 2 and 3 which will be posted on the *ESL Infusion Website* along with an invitation to respond. We hope that the website will be up and running in the Fall of 2002.

It is interesting to note what topics practising teachers felt were most important to incorporate into pre-service teacher education programs:

- Greater awareness of the importance of incorporating students' home language and culture into mainstream classrooms to avoid linguistic and ethnocentrism
- Strategies for modifying the content and delivery of lessons to better meet the academic and linguistic needs of ESL students
- Where to find materials designed to address the needs of ESL learners
- Information on the linguistic characteristics of learners at the various ESL stages identified by the Ministry

- Tips for recognizing when ESL students' difficulties are language-based and when they are concept/content-based

One of the challenges for the *ESL Infusion* team at OISE/UT will be to determine how best to infuse these important topics into their teacher preparation programs.

In response to our invitation to write scenarios for teacher candidates, the workshop participants generated descriptions of a number of complex situations with some sort of dilemma for pre-service teachers to consider. The scenarios generated included:

- A senior English teacher who wonders whether or not she should accommodate the needs of the ESL student in her class
- A Grade 3 teacher who does not know how to respond to a withdrawn child who is homesick for his country of origin
- A Grade 10 Math teacher who wonders how to best deal with the chronic tardiness of an otherwise good student
- A Grade 9 Science teacher who is faced with a student from a war torn country who speaks another dialect of English but who has not been able to attend school in a number of years
- A Grade 8 Phys. Ed. teacher who must decide how best to deal with two boys who come to blows over the political situation that exist their home countries
- A Senior Kindergarten teacher wondering how best to work with a group of children of which half do not speak English at home and have limited oral communication skills in English
- A teacher supervising at recess who wonders how to deal with a group of boys teasing a new Grade 5 student from another country for his lack of hockey knowledge
- A teacher who is not sure how he should respond to another teacher that he overheard saying she is not prepared to accommodate a student in her math class who has a serious gap in his knowledge because of interruptions in his schooling in his home country

As mentioned earlier, these scenarios will be posted on the *ESL Infusion Website* and visitors to the site will be invited to respond and post their own scenarios for others to read and consider.

Some initial work with scenarios during the 2001/2002 academic year has shown that teacher candidates find writing their own scenarios and responding to the scenarios of others very valuable. Feedback from teacher candidates focussed on the fact that writing and responding to scenarios helped them make the link between theory and practice and see that there are many ways to deal with difficult situations.

Our challenge will be to ensure that teacher candidates have opportunities throughout their pre-service program to engage in collaborative dialogue with practising teachers and colleagues around ways to address difficult issues in the "real world".

Appendix I

Your views on the most important content and teaching strategies to support pre-service teachers in learning to work effectively with mainstreamed ESL students

Tell us what you think...

List the top five most important things that we need to teach pre-service teachers about working with mainstreamed ESL learners in elementary school.

List the top five most important things that we need to teach pre-service teachers about working with mainstreamed ESL learners in middle school.

List the top five most important things that we need to teach pre-service teachers about working with mainstreamed ESL learners in high school.

What would you have liked to learn about working with mainstreamed ESL students when you were in a teacher preparation program?

What particular skills does a teacher need to have to be effective in his/her work with mainstreamed ESL students?

What do you think is the best way to prepare pre-service teachers to work with mainstreamed ESL learners?

Are there particularly effective or useful resources that you think future teachers should be aware of?

What is your most powerful tool or strategy for supporting mainstreamed ESL students?

The scenarios generated included:

A Grade 9 Science teacher who is faced with a student from a war torn country who speaks another dialect of English but who has not been able to attend school in a number of years.

A Grade 8 Phys. Ed. teacher who must decide how best to deal with two boys who come to blows over the political situation that exist their home countries

The following are responses generated by teachers and administrators at the 2001 TESL Ontario annual conference in response to the question: "list the top five most important things that we need to teach pre-service teachers about working with mainstreamed ESL learners."

The following scenarios address situations involving ESL students and were created by teachers and administrators attending the 2001 TESL Ontario annual conference. We invite you to read these scenarios, post possible ways of addressing the situations described, and post further scenarios of your own.

What are some complex classroom situations you have experienced that involved one or more ESL students? Please describe these situations in detail and explain how you dealt with the issues at hand as well as the outcome. With your permission, we would like to post these scenarios on the ESL infusion website to support teacher candidates and practising teachers in learning how to deal with difficult situations involving ESL students.

Imagine that you are on the team preparing the teacher licensure test that all pre-service teachers will be required to take this spring. What are some of the questions that you would ask to find out if these teacher candidates have enough knowledge about ESL issues and teaching strategies to be granted an Ontario Teaching Certificate?

Appendix 2

What practising teachers think is most important for pre-service teachers to learn about working with mainstreamed ESL learners

The following are responses generated by teachers and administrators at the 2001 TESL Ontario annual conference in response to the question: "list the top five most important things that we need to teach pre-service teachers about working with mainstreamed ESL learners." What are other concerns that you feel should be added to this list? We encourage you to post your recommendations.

1. Greater awareness of the importance of incorporating students' home language and culture into mainstream classrooms to avoid linguistic and ethnocentrism
2. Strategies for modifying the content and delivery of lessons to better meet the academic and linguistic needs of ESL students
3. Where to find materials designed to address the needs of ESL learners
4. Information on the linguistic characteristics of learners at the various ESL stages identified by the Ministry
5. Tips for recognizing when ESL students' difficulties are language-based and when they are concept/content-based

Tell us what you think:

Contributions from TESL Ontario Members

The following scenarios address situations involving ESL students and were created by teachers and administrators attending the 2001 TESL Ontario annual conference. We invite you to read these scenarios, post possible ways of addressing the situations described, and post further scenarios of your own.

Scenario #1: Accommodate or Not?

An ESL student who was in your class a year ago tells you that the teacher in her mainstream senior English course is unwilling to make any accommodations to the course content or delivery in order to facilitate her learning (e.g., allowing extended test-taking time). This student tells you that her English teacher has said that she is not ready to be in this level of English class. She asks you to speak to her English teacher on her behalf.

State two specific actions you can take to advocate for this student.

Your response:

Scenario #2: Homesick

An ESL student in your mainstream Grade 3 class is withdrawn and is often crying. He refuses to speak except to say that he wants to return home to his native country since it was not his choice to come here.

State two specific actions you can take to address this student's situation.

Your response:

Scenario #3: Time Management

An ESL student who has recently come to Canada as a refugee has been placed in your mainstream Grade 10 Math class. Although he performs very well on tests and is attentive during lessons, this student has difficulty managing his time and is often late for your class that is scheduled during first period.

State two specific actions you can take to determine the problem and address the underlying cause.

Your response:

Scenario #4: Skill Gaps

An ELD (English Literacy Development) student who has recently come to Canada as a refugee is placed in your mainstream Grade 9 Science class. Because of the situation in her home country, this student has not been to school since she was seven years old. With only rudimentary literacy skills in her first language, minimal formal education, and no English proficiency, this student is not at all able to keep up with the pace of your class.

State two specific actions you can take to address the very real and extensive needs of this student.

Your response:

Scenario #5: International Politics

Two students in your mainstream Grade 8 Physical Education class come to blows over the antagonistic political situation between their two home countries.

State two specific actions you can take to address this situation.

Your response:

Scenario #6: Kindergarten Program Modifications

Your mainstream Senior Kindergarten class of 27 students includes 14 children who do not speak English at home and who have varying levels of English proficiency.

State two specific actions you can take to modify your next lesson to meet the linguistic needs of such a diverse group of learners.

Your response:

Scenario #7: Culture Gap

During recess supervision you overhear a group of Grade 5 students discussing the latest on-ice exploits of several hockey stars. One individual in the group, an ESL student from your homeroom, is not only silent during the discussion but is taking jibes from his peers for his lack of hockey knowledge.

State two specific actions you can take to address this situation.

Scenario #8: Staff Resistance

In the staff room during lunch, one of your colleagues tells you that she has an ELD (English Literacy Development) student in her Grade 7 Math class. Because of the interruptions to her schooling in her home country, this student's math skills are at the grade 4 level. Your colleague complains that she is unwilling to modify her course content or instruction to meet the needs of this student and refuses your offer of help.

State two specific actions you can take to ensure that the needs of this student are met.

Your response:

Antoinette Gagné teaches in UT/OISE's pre-service teacher education program. She presented this paper with Katherine Rehner and Lisa Taylor.

Two students in your mainstream Grade 8 Physical Education class come to blows over the antagonistic political situation between their two home countries.

Because of the interruptions to her schooling in her home country, this student's math skills are at the grade 4 level. Your colleague complains that she is unwilling to modify her course content or instruction to meet the needs of this student and refuses your offer of help.

Lamise dancers, including Muni Subhani (TCDSB), delight the dinner audience.

